

ENGLISH & LANGUAGE

ENGLISH: We will explore the poem 'The Highwayman' by Alfred Noyes in at the start of term. The children will create narrative poems about a highwayman and use it as a stimulus to write creative text. We will look into characterisation and developing empathy through understanding the actions of people in the stories. After half term we will read the story of the real boy who is believed to have inspired Doctor Barnardo in Berlie Doherty's novel 'Street Boy'. In non-fiction work, we will write recounts of the Tudor workshop and create non-chronological reports on Victorian workhouses. The grammar curriculum will be integrated into our stories.

SPANISH: This year we will be learning Spanish. We will start by learning basic greetings and questions and the vocabulary of numbers, colours, days of the week and months.

MATHEMATICS Overview of Y6 objectives to be completed after revision of Y5 objectives and filling in any gaps due to Co-vid lockdown.

Unit 1-Number: read, write, order and compare numbers up to 10 000 000 and determine the value of each digit

solve number and practical problems that involve all of the above

round any whole number to a required degree of accuracy

use negative numbers in context, and calculate intervals across zero

Unit 2-Four Operations: solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

Unit 3 Four Operations: identify common factors, common multiples and prime numbers

recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)

use their knowledge of the order of operations to carry out calculations involving the four operations

perform mental calculations, including with mixed operations and large numbers solve problems involving addition, subtraction, multiplication and division

Unit 4 Fractions-use common factors to simplify fractions; use common multiples to express fractions in the same denomination

compare and order fractions, including fractions > 1

add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Unit 5-Fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]

divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$].

add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

use written division methods in cases where the answer has up to two decimal places

use their knowledge of the order of operations to carry out calculations involving the four operations

Unit 6 Geometry-describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Crime and Punishment

Autumn 2020 - Year 6



UNDERSTANDING THE ARTS

MUSIC: Our themes in the Autumn Terms are: Happy and Jazz

The children will know five songs from memory, who sang or wrote them, when they were written and why. They will then self-select three other songs and talk about the style indicators of the songs (musical characteristics that give the songs their style); the lyrics: what the songs are about; any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre); identify the structure of the songs (intro, verse, chorus etc.); name some of the instruments used in the songs; and explore the historical context of the songs.

The children will know and talk about that fact that we each have a musical identity

ART:

Firstly, we will develop sketching skills and techniques using a range of specialist tools and stimulus for inspiration. We will learn about street art, studying Banksy among others street artists. The children will design their own Banksy-style stencils. We plan on a class trip to Cowley Road to view the abundance of street art; we will devise and distribute a questionnaire to gauge public opinion on street art.

We will look at Michelle Reade's work, a form of Guerrilla art, using recycling materials.

The children will produce independent work as well as collaborate on group projects.

UNDERSTANDING PHYSICAL DEVELOPMENT, HEALTH & WELLBEING

P.E: Our specialist coach, Adam French, will cover skills for invasion games such as football and basketball and develop orienteering skills and team-work in our 'Outdoor Adventure' unit.

PSHE: Our discussion points include:

Personal Identity - what contributes to who we are; identifying our personal strengths and Interests; how to set and achieve goals; strategies for managing setbacks.

It is important a safe environment is maintained to express opinions without judgement. The children will be expected to respect other points of view. They will have opportunity to discuss topical issues.

SCIENTIFIC & TECHNOLOGICAL UNDERSTANDING

SCIENCE: Light - Through investigation, the children will recognise that light appears to travel in straight lines and use this to explain that objects are seen because they give out or reflect light into the eye. They will be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. They will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity - Children will be given the opportunity to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. We will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Children will use recognised symbols when representing a simple circuit in a diagram

COMPUTING: Introduction to Python Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

They will use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Finally, they will use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs

Big Data Children will be given opportunity to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration They will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. In addition, they will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; and identify a range of ways to report concerns about content and contact.

HISTORICAL and GEOGRAPHICAL UNDERSTANDING

HISTORY: After beginning with some basic chronological British history revision, we will be carrying out a thematic study of Crime and Punishment in Britain from 1485 – 1901, focussing on the Tudor and Victorian periods of History. This will include learning about types of crime and punishment, and how these changed from century to century. We will discuss punishments for children in the past and compare them to today's culture. We will study famous and local examples of people who committed crimes and what happened to them using the national archives as a resource. We hope to have a visit to Oxford Prison as well as a Tudor Workshop visitor to our class.

GEOGRAPHY: The children will identify features of a range of maps and use aerial images of the school in order to draw a map of St Michael's using symbols and keys of a map. We will use world maps to locate penal colonies, using grid references, used during Victorian times and compare geographical features with our locality.

RELIGIOUS EDUCATION

Our first RE question is:

How can following God bring freedom and justice?

After half term we will be asking:

Do clothes express beliefs?